

Susan G. Boykin Academy

4951 Rivers Avenue
North Charleston, SC 29406

Grades	PK-5 Elementary School	
Enrollment	165 Students	
Principal	Dee Gathers	843-744-8882
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	13	55	34

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 1 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	Unsatisfactory	Unsatisfactory	No

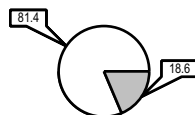
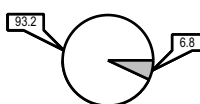
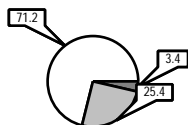
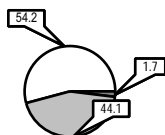
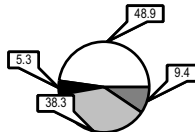
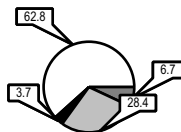
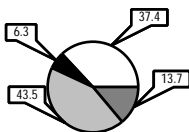
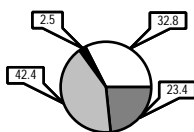
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

81.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	75	93.3	54.5	43.6	1.8	0.0	16.4	No	No
Gender									
Male	47	89.4	63.3	36.7	0.0	0.0	13.3	N/A	N/A
Female	28	100.0	44.0	52.0	4.0	0.0	20.0	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	74	93.2	55.6	42.6	1.9	0.0	14.8	No	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	60	100.0	54.3	43.5	2.2	0.0	17.4	N/A	N/A
Disabled	15	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	93.3	54.5	43.6	1.8	0.0	16.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	75	93.3	54.5	43.6	1.8	0.0	16.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	65	93.8	55.1	42.9	2.0	0.0	16.3	No	No
Full-pay meals	10	90.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	75	94.7	72.7	23.6	3.6	0.0	10.9	No	No
Gender									
Male	47	91.5	73.3	26.7	0.0	0.0	10.0	N/A	N/A
Female	28	100.0	72.0	20.0	8.0	0.0	12.0	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	74	94.6	74.1	22.2	3.7	0.0	9.3	No	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	60	100.0	71.7	23.9	4.3	0.0	13.0	N/A	N/A
Disabled	15	73.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	94.7	72.7	23.6	3.6	0.0	10.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	75	94.7	72.7	23.6	3.6	0.0	10.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	65	95.4	73.5	22.4	4.1	0.0	10.2	No	Yes
Full-pay meals	10	90.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	75	96.0	93.2	6.8	0.0	0.0	0.0
Gender							
Male	47	93.6	91.2	8.8	0.0	0.0	0.0
Female	28	100.0	96.0	4.0	0.0	0.0	0.0
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	74	95.9	94.8	5.2	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	100.0	91.3	8.7	0.0	0.0	0.0
Disabled	15	80.0	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	96.0	93.2	6.8	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	75	96.0	93.2	6.8	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	65	96.9	94.2	5.8	0.0	0.0	0.0
Full-pay meals	10	90.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	75	94.7	81.0	19.0	0.0	0.0	0.0
Gender							
Male	47	91.5	81.8	18.2	0.0	0.0	0.0
Female	28	100.0	80.0	20.0	0.0	0.0	0.0
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	74	94.6	82.5	17.5	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	98.3	84.4	15.6	0.0	0.0	0.0
Disabled	15	80.0	69.2	30.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	75	94.7	81.0	19.0	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	75	94.7	81.0	19.0	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	65	95.4	82.4	17.6	0.0	0.0	0.0
Full-pay meals	10	90.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	92.3	52.6	47.4	0.0	0.0	0.0
	4	24	91.7	52.9	41.2	5.9	0.0	5.9
	5	25	96.0	57.9	42.1	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	96.2	89.5	10.5	0.0	0.0	0.0
	4	24	91.7	41.2	52.9	5.9	0.0	5.9
	5	25	96.0	84.2	10.5	5.3	0.0	5.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	100.0	95.0	5.0	0.0	0.0	0.0
	4	24	91.7	89.5	10.5	0.0	0.0	0.0
	5	25	96.0	95.0	5.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	26	100.0	85.0	15.0	0.0	0.0	0.0
	4	24	87.5	66.7	33.3	0.0	0.0	0.0
	5	25	96.0	90.0	10.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 165)				
First graders who attended full-day kindergarten	100.0%	N/A	100.0%	100.0%
Retention rate	8.4%	N/A	4.0%	2.8%
Attendance rate	92.7%	N/A	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%	N/A	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%	N/A	0.0%	0.0%
Eligible for gifted and talented	1.2%	N/A	3.4%	10.4%
On academic plans	0.0%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	3.0%	1.0%
With disabilities other than speech	6.9%	N/A	7.5%	7.5%
Older than usual for grade	2.4%	N/A	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	N/R	0.0%	0.0%
Teachers (n= 12)				
Teachers with advanced degrees	N/A	N/A	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	N/A	N/A	3.0%	0.0%
Teachers returning from previous year	N/A	N/A	82.6%	87.3%
Teacher attendance rate	100.0%	N/R	94.6%	94.9%
Average teacher salary	N/A	I/S	\$41,326	\$42,485
Prof. development days/teacher	6.0 days	N/R	15.4 days	13.3 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	13.1 to 1	N/R	16.4 to 1	18.6 to 1
Prime instructional time	92.7%	N/R	88.2%	89.7%
Dollars spent per pupil*	N/A	N/A	\$7,931	\$6,557
Percent of expenditures for teacher salaries*	N/A	N/A	59.5%	64.0%
Percent of expenditures for instruction*	N/A		68.0%	69.1%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.7%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development	Good	N/R	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Susan G. Boykin Academy was established as a non-profit entity on October 1, 2003. The purpose of Susan G. Boykin Academy's incorporation was to gain approval from the State Department of Education as an elementary charter school that would serve at-risk students in grades kindergarten through sixth.

Susan G. Boykin Academy gained approval from the State Department of Education on June 14, 2004, and the school opened its doors to students for the first time on August 29, 2005. During the 2005-2006 school year, Boykin Academy maintained an average daily membership of approximately 162 students. In its first year of operation, the school served students in grades K-5th, and had a maximum capacity of 180 students. During the 2006-2007 school year, Boykin Academy will add 6th grade, and will increase its capacity to 210 students.

Students who attended Boykin Academy during its first year of operation transferred to the school from every constituent district. Many of the intermediate students (grades 3rd-5th) were performing significantly below grade level. Of the PACT scores received from students' previous schools of attendance, approximately 75% of intermediate students had scored Below Basic in ELA or Math on the previous school year's end-of-year state standardized test. At present, because this was Boykin Academy's first year of operation, there are no standardized test scores to report.

Many of Boykin Academy's students are diagnosed with Attention Deficit/Hyperactivity Disorder, or have exhibited social concerns or behaviors that have prevented them from performing to the best of their abilities in the traditional classroom setting. In order to provide the most stimulating and productive environment possible, Boykin Academy's maximum capacity for each class is 15 students. To further provide students with more individualized attention, students are ability grouped and are instructed in small groups of 7 or 8 students for core subject areas like Reading, Language Arts, and Math.

Eighty-seven percent of Boykin Academy's students reside in single parent homes, and 93% qualify for free or reduced lunch. The school serves 94% African American students, 4% white, and 2% Hispanic. 19% of students are identified as special education students and have IEPs. Another 7% of students have 504 plans.

Ocean Sun Counseling Services partners with Boykin Academy to provide an array of services, including school and home-based counseling as well as speech services for students with IEPs. Girl Scouts of America also provided on-campus Girl Scout groups for students. Students were also provided karate classes to help with self-discipline.

Dee Gathers, Founder & Director
Max Comia, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	0	0	0
Percent satisfied with learning environment	N/R	N/R	N/R
Percent satisfied with social and physical environment	N/R	N/R	N/R
Percent satisfied with school-home relations	N/R	N/R	N/R

*Only students at the highest elementary school grade level at this school and their parents were included.